



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 5, 2009

MEMORANDUM

TO: Local and Intermediate School Superintendents
Public School Academy Administrators

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: 2009 NCLB Highly Qualified Teacher Update & Clarification Documents

The purpose of this memo is to provide additional clarification and support for compliance with the No Child Left Behind (NCLB) Act requirements for Highly Qualified teachers.

The attached 2009 NCLB Highly Qualified Update addresses a number of related issues that have been called to our attention. Those listed are not all inclusive, but should be helpful as Michigan continues the quest for high quality teachers. This information is not intended to replace previous Highly Qualified Teacher Updates, rather to support and enhance understanding.

Special attention is directed to the fact that it is the local district's and public school academy's responsibility to ensure that all teachers of core academic subjects are appropriately certificated and Highly Qualified for their teaching assignment(s).

Also attached is an updated document that outlines the basic information that every Michigan teacher should know regarding the Highly Qualified requirements and a guide specific to special education teachers. We encourage districts/schools to share this information with pertinent staff.

If you have any questions regarding the information in the attached update, please contact Teacher Quality Coordinator, Ms. Krista Ried at 517/373-0699 or e-mail riedk@michigan.gov.

Attachments

cc: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
Billie Wimmer, MCCSA

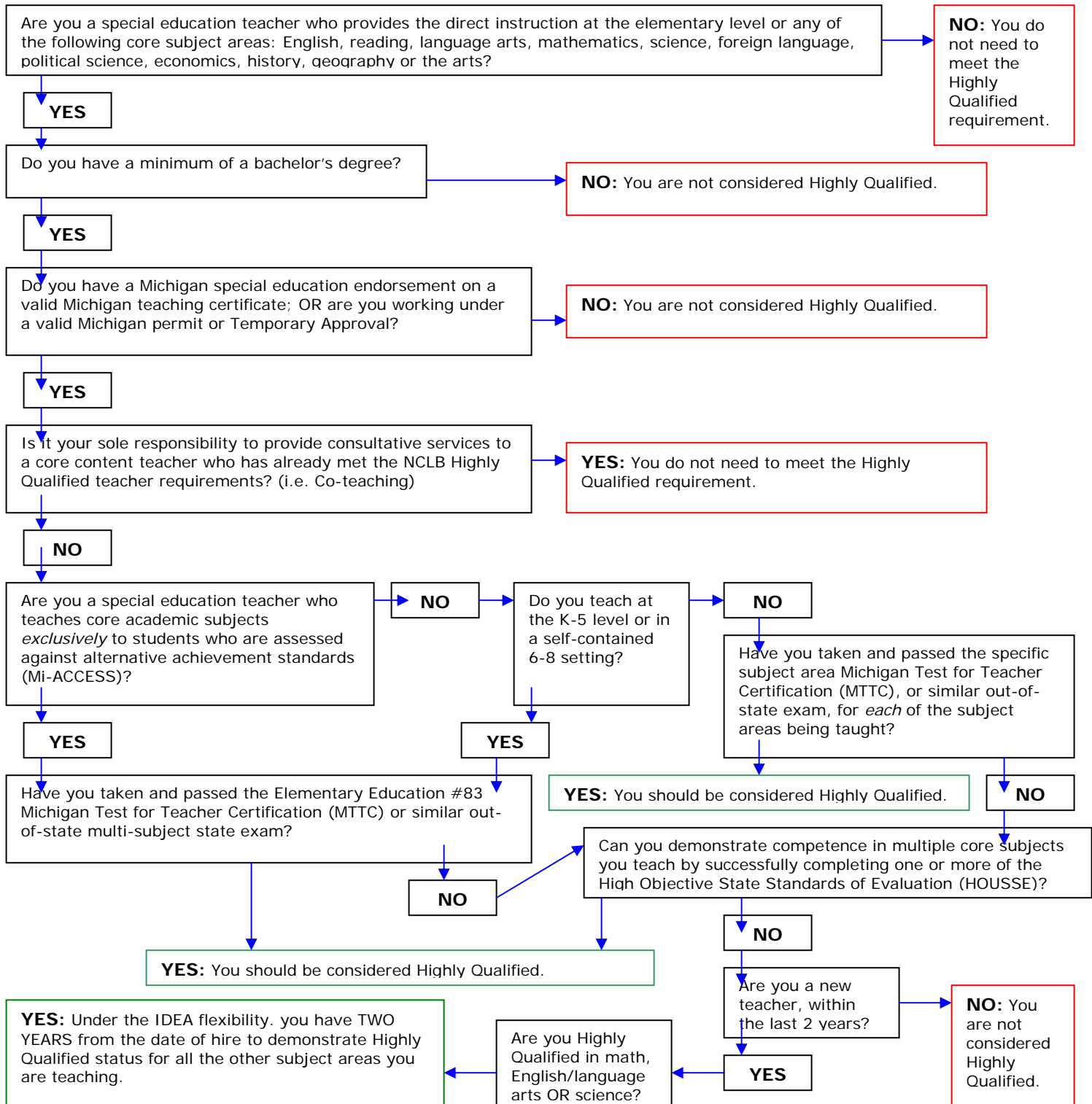
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Michigan Highly Qualified Special Education Guide

June 2009



Note: This document is to be used as a guide for determining whether a special education teacher may be considered Highly Qualified (HQ) under the No Child Left Behind Act, and is in no way confirmation of a teacher's HQ status. Supporting documentation must be provided to the employing school district.

This document was fashioned after the NASDSE & NEA document titled "What Constitutes a Highly Qualified Special Education Teacher Under the Individuals With Disabilities Education Improvement Act of 2004" dated 2/3/05.





MICHAEL P. FLANAGAN
SUPERINTENDENT
OF PUBLIC INSTRUCTION

2009 NCLB HIGHLY QUALIFIED TEACHER UPDATE

Office of Professional Preparation Services
June 2009

WEB ADDRESSES

A new, direct link is now available for ESEA/NCLB and Highly Qualified information:

- www.michigan.gov/mde-hq

Information regarding teacher certification may still be located at:

- www.michigan.gov/teachercert

The direct link to the Teacher Certification Verification website is:

- <https://mdoe.state.mi.us/teachercert/>

CONTINUATION OF HOUSSE

The Michigan Department of Education (MDE) approves the continued use of the High Objective Uniform State Standards of Evaluation (HOUSSE) options for special education teachers, alternative education teachers or general education teachers facing reassignment.

HOUSSE OPTION CLARIFICATIONS

Key Points to remember regarding the use of HOUSSE options:

- HOUSSE #1 may be utilized for multiple subject areas.
- HOUSSE #2 is subject specific and may not be used for more than one subject per attempt.
- HOUSSE #3 is a local performance evaluation (portfolio). Districts must determine which portfolio model to make available to teachers and submit that model to the MDE prior to implementation. Teacher questions regarding the completion of the portfolio must be directed to the school district and/or the designated portfolio review committee.

- A model for the HOUSSE #3 "observation" has not been submitted by any school district in Michigan and is therefore not currently an option.

MAJOR EQUIVALENT

A major for the purposes of NCLB and Highly Qualified has been determined to be equal to 30 semester credit hours. When determining if a teacher has a major in a specific subject area, credit from undergraduate and graduate course work may be counted. Credit does not need to be on one transcript.

HIGHLY QUALIFIED DOCUMENTATION

The Official Michigan Highly Qualified Teacher Report forms are available on the MDE website (www.michigan.gov/mde-hq) This documentation must be maintained by the local district. It is the teacher's responsibility to provide evidence to support this documentation.

During visits conducted for the Michigan Technical Assistance Project (MiTAP) common errors when reviewing these forms included:

- Multiple check marks/selections
- Non-core subject area(s) listed at the top
- More than one core subject area listed
- Incorrect form used (i.e. grade level)

MTTC DOCUMENTATION

Teachers who completed their Michigan *teacher preparation programs* after 1992 were required by Michigan law to take and pass the appropriate subject area test for

each of their subject areas. MDE originally utilized that date, however, due to the five-year window of time that is available for teachers to seek recommendation for certification, the only “safe” date to utilize for verification of testing is 1997. If a teacher’s initial Michigan Provisional certificate was issued after 1997, they should be considered Highly Qualified for the areas listed on their Michigan teaching certificate. An official score report is not required to be kept in the teacher’s personnel file at the district.

MITAP & ACTION PLANS

MDE will continue to provide technical assistance as a part of the Michigan Technical Assistance Project (MiTAP).

Each submission of the Registry of Educational Personnel (REP) will be reviewed for Highly Qualified Teacher (and paraprofessional) data. Districts reporting non-Highly Qualified Teachers will be required to submit a corrective action plan for those teachers or revise previous plans submitted for those teachers. These plans must include information on the Four-Week Notification letter sent to parents. A sample of this letter is available on the MDE website.

IDEA FLEXIBILITY FOR SPECIAL EDUCATION TEACHERS

IDEA provides an additional flexibility for special education teachers. A new special education teacher who teaches multiple subjects and who is Highly Qualified in mathematics, English/language arts, or science, may demonstrate competence in the other core academic subjects not later than **two years after the date of employment.**

While the teacher must be reported as not Highly Qualified in the REP, there will be no action taken during the two-year time frame.

For additional guidance, please contact:
Krista D. Ried, Teacher Quality Coordinator
517-373-0699 or riedk@mi.gov

CERTIFICATION VS. HIGHLY QUALIFIED

A teacher who does not hold the appropriate certificate, endorsement, or authorization (permit or “all subjects” designation) for an assignment in a position **cannot** gain Highly Qualified status. The first step in gaining Highly Qualified status must be appropriate state authorization, via certification, to teach the grade level and subject area.

A district or public school academy that assigns teachers to classes for which they do not have the appropriate authorization is out of compliance with Michigan School Code and will be subject to State Aid penalties.

Regarding the teaching for high school credit, three things are being tied together that should not necessarily be...

- Graduation credit requirements and what classes may count for credit (as it pertains to the Michigan Merit Curriculum, typically) are student related issues; students receive the credit, not teachers.
- Certification requirements are teacher related issues. There is no state mandate that stipulates a student must be denied course credit if his/her teacher is not appropriately state certificated or authorized.
- Highly Qualified requirements are also teacher related issues. There is no state or federal mandate that stipulates a student must be denied course credit if his/her teacher is not Highly Qualified based upon ESEA/NCLB definition.

With respect to certification and Highly Qualified, remember the three “Cs” (NCLB Update 2008):

- Class title
- Content of course
- Certification of teacher

The title of the class must accurately reflect the content/subject matter taught in that class; and the teacher must be appropriately certificated for that teaching assignment.



WHAT EVERY MICHIGAN TEACHER SHOULD KNOW ABOUT ESEA/NCLB & HIGHLY QUALIFIED

NCLB: The No Child Left Behind Act (2001), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), was signed into law by President Bush on January 8, 2002. NCLB requires all teachers of core academic subject areas be Highly Qualified.

CORE ACADEMIC SUBJECT AREAS AS DEFINED BY NCLB: English, Reading, Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography (The arts in Michigan include visual arts, vocal and instrumental music, dance and theatre.)

“HIGHLY QUALIFIED” MEANS: The teacher holds a least a bachelor’s degree and is certified, endorsed, or authorized to teach the subject, and has one of the following:

- Major in the content/subject (or equivalent of 30 semester credit hours); or
- Passed a rigorous state test in the content/subject; or
- Completed a state approved High Objective Uniform State Standards of Evaluation (HOUSSE); or
- Holds National Board Certification in the content/subject.

HIGHLY QUALIFIED TEACHERS IN MICHIGAN: All elementary certified teachers who have taken and passed the Elementary Education #83 Michigan Test for Teacher Certification (MTTC) are considered Highly Qualified for grades K-5 (all subjects) and grades 6-8 (self-contained settings only).

All middle (6-8) and secondary (9-12) certified teachers who have taken and passed the **MTTC** for the endorsements listed on their certificates are considered Highly Qualified in those areas.

All middle and secondary certified teachers who hold a **major** in their endorsement area are considered Highly Qualified for that content/subject.

NOTE: For purposes of NCLB the core subject area “science” includes biology, chemistry, physical science, physics, and earth/space science. Under **Michigan law** only the broad science endorsement (DX or DI) is appropriate for teaching general science classes. This is also true for the broad social studies (CX or RX) endorsements. A teacher holding only the Biology (DA) endorsement cannot be assigned to teach an integrated science class.

HOW TO DEMONSTRATE YOU ARE HIGHLY QUALIFIED: A teacher can demonstrate that they are Highly Qualified by one of the methods listed under “Highly Qualified” above. For those who choose to use a HOUSSE option, the applicable information is available on the Michigan Department of Education (MDE) website in the State Board of Education approved document “Michigan’s Definition for Identifying Highly Qualified Teachers”. The website address is: www.michigan.gov/mde-hq. Additional Highly Qualified teacher guidance can also be found here.

MTTC: This test alone does not add an endorsement to a Michigan teaching certificate. In order to add an endorsement, a teacher must complete a state-approved endorsement program, including coursework.